The King’s College recognises the importance of student safety and wellbeing as a prerequisite for effective learning. For this reason, the College has implemented, and will continue to review and update, strategies to build a positive school culture that fosters care and respect between students, and between staff and students.

The King’s College offers a safe, caring and positive environment in which a supportive teaching and learning community can flourish. The College promotes student safety, student wellbeing and recognises student diversity. Strategies for the prevention of harassment, aggression, violence and bullying, including cyber-bullying, have been put in place and are continually reviewed and updated, as required.

The King’s College implements policies, procedures, practices and strategies for the prevention of grooming and child abuse. These policies, procedures and strategies will be reviewed regularly. An age-appropriate protective behaviours curriculum is delivered from Kindergarten to Year 12 to assist students in understanding appropriate and inappropriate interactions; how and whom to tell if the boundary of appropriate interactions is crossed or violated.

All students have the right to feel safe and valued and, as such, any form of child abuse, corporal punishment or degrading punishment and discrimination on any basis is not allowed by the College in accordance with government legislation and the Australian Human Rights Commission.

The King’s College takes all complaints seriously and follows a clearly outlined Complaints Policy available on the College website and incorporated into Information Booklets, the Student Diary and Family Handbook.
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WELCOME

At The King’s College, we are genuinely interested in the well-being of each student. Our aim is to see students reach their full potential academically, emotionally and spiritually. It is our hope that every student will be exposed to a wide range of educational experiences whilst at the College. Students will be encouraged to take advantage of every opportunity to develop their skills and talents in a safe and caring environment.

Throughout their time at the College, students will be exposed to new challenges and greater expectations will be placed upon them. It is important for students to receive a well-balanced education and to be challenged both within the classroom academically, as well as be challenged outside the mainstream classroom. These opportunities and challenges are designed to build character and help to develop students for the world outside school.

The information provided in this booklet is designed to inform parents/carers and students about the academic structure and educational opportunities of the College and to assist in further understanding the expectations of secondary school.

It is important for parents/carers to be aware of these changes and expectations. Please encourage your child to participate fully in all aspects of the College life. Encourage your son/daughter to try new things and to persist in their efforts, even when tasks are difficult. Constant encouragement and participation will help every student get the best out of the year and make their continued progress throughout secondary school easier and more enjoyable.
A NOTE TO PARENTS AND CARERS

Year 8 is an important year in the development of your child’s education. It is the second year of secondary education. During this year, students will be exposed to new subjects, new areas of learning, new teachers and new experiences.

Year 8 will continue to be a year of change for many students. The challenges and rigour of the secondary school become more apparent in Year 8 and students undergo many changes in routine and academic expectations. These changes can impact students in different ways and it is, therefore, important for Year 8 students to be organised and establish a routine for the completion of work both at school and at home. Students are always encouraged to ask for help if needed.

It is essential for parents to be aware of the changes and expectations of Year 8. This booklet is designed to deliver information about the academic structure and educational opportunities available to Year 8 students. There will also be opportunities both within and outside the classroom for students to increase their knowledge and excel in areas of development aimed at helping them achieve their full potential in all aspects of their life.

Students have a set of compulsory subjects that are studied throughout the year. There are also more specialised elective subjects that students study at various times during the year. These subjects are designed to give students a sense of self direction and set the platform for electives subjects available in Year 9 and Year 10. In 2018, the School Curriculum and Standards Authority mandated the study of one subject from the Visual Arts, one from the Performing Arts in combination with Digital Technology and a Design and Technologies subject. In accordance with this mandate, the College has incorporated this programme of study and it is reflected in the Year 8 curriculum.
INTRODUCTORY INFORMATION

ABOUT THE COLLEGE

Purpose, Vision, Passion, Values

The King’s College is a dynamic and innovative independent Christian College. For over thirty years, it has been providing programmes aimed at equipping students for transformational leadership and inspiring them to “act justly, love mercy and walk humbly with God.” Micah 6:8

Purpose:
For every individual to be equipped to fulfil their God-given potential.

Vision:
To be an exceptional Christ-centred learning community.

Passion:
• For each person to know and see that God is good, He is for us and His goodness is revealed through Jesus Christ.
• For each person to experience a personal relationship with Jesus Christ and live a life of significance.
• To equip each student to do with excellence that which God has called and purposed them to do.
• To encourage each person to use their gifts and calling to serve God and others.

Values:
To practise exceptional:
• Generosity
• Integrity
• Leadership - developing transformational leaders
• Honour - God, family and community
• Service

CORE PRINCIPLES

The Core Principles that surround the values of The King’s College are:

Safety is vitally important for all of our students, our staff and our parents. We create an environment where there are no put downs and no intimidation or bullying. Each student has the right to feel physically and psychologically safe. At The King’s College, we uphold this value very strongly.

Service through timely and professional communication is a key component of the College aim to serve our parents and our community. We want to serve everyone better, that we might become a light to the community.

Culture is what we are known for. We develop culture by design, not by default. Culture is promoted by what we encourage, what we tolerate and what we stand for. The King’s College is known for its culture of safety, culture of service and culture of respect through adding value to everything we do.

Respect has to do with our relationships with each other. No matter what the situation is, each student, teacher, parent and community member needs to operate and be treated in a polite and respectful manner.
Adding Value makes us exceptional. We want to do more for our parents and our students and go beyond the ordinary into the extraordinary. We want to be known for being an exceptional College through our culture of adding value.

We promote our values through the College Affirmation, which students and staff are encouraged to memorise and make part of their daily language.

**COLLEGE AFFIRMATION**

Every student is expected to uphold the principles and expectations of The King’s College. All students are expected to take full responsibility for their appearance, behaviour and possessions to assist in every way possible with the smooth functioning of the College on a day-to-day basis.

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**I HAVE A RIGHT TO LEARN FREE FROM DISTRACTION.**

**I HAVE A RIGHT TO FEEL SAFE.**

**I AM EXCEPTIONAL.**

**I ALWAYS WORK TO THE BEST OF MY ABILITY.**

**I TREAT EVERYONE AROUND ME COURTESELY AND WITH RESPECT.**

**I SHOW COURAGE WHEN I ATTEMPT NEW THINGS AND I DON’T GIVE UP EASILY.**

**I BELIEVE THE BEST OF MYSELF AND OTHERS.**

**I AM THE WINNER I WAS CREATED TO BE.**

**I AM EXCEPTIONAL.**

---

**ACADEMIC GUIDELINES**

One of the foundation aims of The King’s College is an emphasis on a high standard of education in a safe, caring and positive environment. Staff endeavour to be mindful of every student and try to assist them in reaching their full potential. It is important, therefore, that students are aware of the academic guidelines outlined in the Student Diary.

**ACADEMIC SUPPORT**

The academic progress of each student is very important to us. Staff are always available for consultation regarding a student’s subjects and study. The first point of contact should be the student’s subject teacher, followed by the Dean of Studies (Curriculum) and, if needed, the Dean of Students (Wellbeing) or the Deputy Principal.
SECONDARY SCHOOL TIMETABLE

In 2020, the College day will consist of six teaching periods. The welcome bell sounds at 8.25am for students to move to their classroom. The first twenty minutes of the day are spent in the student’s form class for general administration and daily notices. The first teaching session begins at 8.45am. The College teaching sessions finish at 3.10pm when students return to their form class for the end-of–day administration and notices until 3.15pm.

<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:25am</td>
<td>Welcome Bell</td>
<td></td>
</tr>
<tr>
<td>8:25am – 8:45am</td>
<td>Form</td>
<td>20</td>
</tr>
<tr>
<td>8:45am – 9:40am</td>
<td>Period 1</td>
<td>55</td>
</tr>
<tr>
<td>9:35am – 10:35am</td>
<td>Period 2</td>
<td>55</td>
</tr>
<tr>
<td>10:35am – 10:55am</td>
<td>Recess</td>
<td>20</td>
</tr>
<tr>
<td>10:55am – 11:50am</td>
<td>Period 3</td>
<td>55</td>
</tr>
<tr>
<td>11:50am – 12:45pm</td>
<td>Period 4</td>
<td>55</td>
</tr>
<tr>
<td>12:45pm – 1:40pm</td>
<td>Lunch</td>
<td>35</td>
</tr>
<tr>
<td>1:20pm – 2:15pm</td>
<td>Period 5</td>
<td>55</td>
</tr>
<tr>
<td>2:15pm – 3:10pm</td>
<td>Period 6</td>
<td>55</td>
</tr>
<tr>
<td>3:10pm – 3:15pm</td>
<td>Form</td>
<td>5</td>
</tr>
<tr>
<td>3:15pm</td>
<td>End of Day</td>
<td></td>
</tr>
</tbody>
</table>

TEACHING AND LEARNING PHILOSOPHY

Success is achieved through a deliberate process; success is achieved through an intentional procedure. We believe that the only place that success comes before work is in the dictionary and that preparation plus opportunity is required for success. The staff at The King's College are committed to students and their continued growth. The College has clearly defined expectations for student learning, teaching and the curriculum.

Student Learning:
- is expected to be willing and active in all areas of the curriculum.
- is able to be demonstrated in a variety of authentic ways including academic, creative and physical.

Teaching at the College:
- takes place within a supportive, safe learning environment.
- is committed to delivering a challenging curriculum.
- is communicated in a professional manner:
- incorporates various approaches to engage and motivate students to achieve personal success.
- focuses on a wide range of subject matter and opportunities so that each student can develop a breadth of knowledge and skills.
The Curriculum:
- adheres to the School Curriculum and Standards Authority (SCSA) regulations with regard to the Western Australian Curriculum.
- is designed to offer a breadth and balance of subjects and skills.
- is relevant and aimed at the development of student awareness of local, national and international issues.
- aims at developing and stimulating student enquiry in an attempt to develop life-long learning skills.
- builds upon and extends work that has already been foundational to students in their earlier educational years, therefore demonstrating progression and continuity.
- is designed to develop student knowledge, talents and personal strengths.

ACADEMIC OVERVIEW

In providing a smooth and unified education system, there will be a variety of courses on offer for Years 7 to 10 students. In Year 8, students study the core subjects of English, Mathematics, Science plus Humanities and Social Sciences (HASS). Students are required by the School Curriculum and Standards Authority (SCSA) to study both Technologies and Arts subjects. These subjects may assist students to develop their interests and extend their abilities, creativity and experience. Students must study Digital Technologies as well as another SCSA developed technology subject such as Food and Fibre. Within the Arts, students will study both performing arts, Music and/or Drama, as well as Visual Art. These subjects are designed to extend a student’s individual talents and equip them for the ever changing and specialised world that they will enter as they leave school.

Students are also taught Health Education, Physical Education and Christian Studies. This academic platform offers students opportunities to experience success and help them compete in specific areas of excellence.

Literacy support is available to students who may require extra support with their literacy skills or who are experiencing a learning difficulty. Support may be given in a variety of settings including on an individual basis, in small groups or within the class setting. Testing is conducted early in the academic year to determine whether students may have a reading, comprehension or learning difficulty. Parents/carers are encouraged to contact the Inclusive Education Department at the College to discuss any concerns that they may have regarding the learning ability of their child.

Some students may have difficulty coping with the increased workload in secondary school. The START programme, which concentrates on areas surrounding study, learning, organisational skills and the changing world of social interaction and technology, is designed to alleviate some of the pressures imposed on school aged students and help them to cope in an ever-changing world.

HOME LEARNING

At The King’s College, we believe that homework is a valuable aspect of the learning process and contributes to the development of sound study habits. Learning is enhanced through the provision of opportunities to review, reinforce and apply what has been learned at school. Homework also enables parents to become aware of what students are studying at school and monitor student ability in various areas of study.

Homework and regular revision improve student achievement at school and this is supported in the research literature. Students are expected to regularly complete work at home to consolidate work that has been completed at school. Students are also expected to complete any assignments that have been set and to revise for upcoming tests and examinations.

Homework should be completed throughout the week on a regular basis. This incorporates:
- work set by the teacher, usually on a weekly basis.
- Learning Journals - review of the day’s new work.
- revision.
The recommended nightly amount of homework and revision for each year level varies. Please use the table below as a guide.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Suggested time for homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>45 minutes plus reading and assignments</td>
</tr>
<tr>
<td>Year 8</td>
<td>60 minutes plus reading and assignments</td>
</tr>
<tr>
<td>Year 9</td>
<td>75 minutes plus reading and assignments</td>
</tr>
<tr>
<td>Year 10</td>
<td>90 minutes plus reading and assignments</td>
</tr>
</tbody>
</table>

This time is suggested for homework four to five times per week.

All homework should be written in the Student Diary. Homework that is not completed will be followed up by the teacher and, if necessary, the parents informed of regular or repeatedly missed and incomplete work.

**LEARNING JOURNALS**

Each week as part of the homework in core subjects, students will be instructed to complete a Learning Journal. This part of the homework is best completed over several nights for about 5 - 10 minutes at a time. The Learning Journal is a tool to help students remember what has been covered in class and to help with revision for tests and later for exams.

The following are guidelines for completing a Learning Journal:

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Read through the pages completed in class in the last one to two days.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>Carefully make notes (summarise) the work covered in those one or two days. This only needs to be a few short points (usually 5-10 points).</td>
</tr>
<tr>
<td>Step 3</td>
<td>Read back through the notes and highlight the most important information.</td>
</tr>
</tbody>
</table>

Steps 1 and 2 can be done in a few minutes on one night. The next night can be spent highlighting and revising these points. If this task is completed on a regular basis, it will only take a few minutes. The Journal will then contain all the major information needed for revision for tests and exams; of course more study is always needed before a test or examination, but this will make it less stressful. The completion of the Learning Journal on a regular basis will help students to remember the topics studied in class.

**THE STUDENT DIARY**

The Student Diary is designed to assist students with their organisational skills and the recording of all homework, assignments and upcoming assessments. Students are encouraged to make use of this organisational tool to give them every possible advantage in maintaining a regular study routine as well as minimise the stress that results from being disorganised and overwhelmed with work that needs to be completed.

**Every student is expected to have a Student Diary**

The Student Diary is designed to achieve three major aims:

1. To help students in the organisation of school commitments, as a record of homework tasks and study, and as a reminder of activities such as assessments and sporting commitments.
2. To allow teachers to monitor each student’s workload, progress and involvement in school activities.
3. To assist parents/carers in following homework, assessments, class and school activities.
The Student Diary should be taken to every class during the day and home every evening. All relevant matters should be recorded in the Diary including homework, assessments, sporting commitments, social and family commitments etc.

The Student Diary should be checked by students each morning so that they are prepared for the day. The Diary should also be checked each evening so that students can complete all relevant schoolwork and study.

Entries should be made by students to indicate when a task is given; when it is due and when a student plans to do the work and/or study. These entries can then be marked off when they are completed.

ACADEMIC GUIDELINES

One of the foundation aims of The King's College is an emphasis on a high standard of education in a safe, caring and positive environment. Staff endeavour to be mindful of every student and try to assist them in reaching their full potential. It is important, therefore, that students are aware of the following guidelines governing the academic aspects of the College.

BOOKWORK GUIDELINES

Students are required to adhere to the following guidelines:

1) Purchase the correct materials, books and equipment for each subject. Most subjects from Years 7 to 10 will require at least two exercise books. One book will be for the completion of class work and notes. Some subjects might require another exercise book for homework or drafts of assignments and essays. Every Core Subject from Years 7 to 10 will require an exercise book for the completion of a Learning Journal. Students should check with class teachers concerning the number of books required. Students must have the specified exercise books throughout the year and ensure that they are replaced if finished or lost. All books should have the student's name and class clearly written on the front cover. Covering books in contact will help them to last longer.

2) A folder or ring binder will help store handouts, worksheets and exercise books in an organised manner.

3) Some practical subjects may require students to keep a portfolio. Teachers of these subjects will inform students about this early in their academic programme.

4) Bookwork is designed to be a record of the student's daily work and lesson material. It is a useful source of revision and study material.

5) Exercise books used for homework are a record of the student's completion of set tasks as well as a source of study and revision for tests and examinations.

6) Work in these exercise books should be set out as follows:
   • A margin should be ruled down the left hand side of the page and a line ruled across the top of the page in red pen.
   • The page should be dated.
   • A heading indicating the work title or exercises should also be at the top of the page.
   • Work should be set out correctly using the accepted classroom standard for Mathematics; correct spelling, grammar and paragraphs for notes and other work.
   • All work should be completed in a neat, orderly and sequential manner.
   • Generally, all work will be completed in blue or black pen. Pencil is acceptable for diagrams and graphs.
   • Students should check with class teachers as some subjects require the use of pencil for diagrams.
   • Straight lines should be made using a ruler.
   • Written errors should be corrected with a single line strike out or using correction tape (no liquid paper or scribbling).
6) Failure to adhere to these guidelines may result in students being asked to repeat written work until it is of a satisfactory standard.

7) Students are required to keep all of their materials, including their College bag, workbooks, textbooks, novels, exercise books, exercise books, pencil case and contents clean and graffiti free. Failure to keep these items in a good condition will result in students being obliged to purchase replacements for any damaged or defaced items.

ASSESSMENT GUIDELINES

The King’s College is committed to communication with parents regarding the academic progress of each student as well as the expectations of each subject area.

SEQTA

The College utilises SEQTA software as its learning management system. Through the SEQTA Learn and SEQTA Engage portal, students and parents can see class outlines as well as keep a track of progress in each class.

FORMAL AND INFORMAL ASSESSMENT

Assessment is a vital part of curriculum design and the teaching/learning process. Informal testing, which may take place in the classroom, is designed to give students feedback on their progress in a particular unit of study as well as help teachers determine whether learning is taking place as a result of their teaching strategies.

Formal assessment is used in reporting to parents through reports at the end of each semester. Formal assessment can take many forms including practical assessments, in-class tests, investigations, research assignments/reports and formal examinations.

All students from Year 7 to Year 10 will undertake examinations in the core subjects of English, Mathematics, Science and HASS at the end of each semester. A formal semester report is given after the examination period for Semester 1 and a report for the whole academic year is given at the end of Semester 2. Reporting is based on SCSA requirements and the Western Australian Curriculum.

The system of grades for the reports is:

- **A** Excellent achievement
- **B** High achievement
- **C** Satisfactory achievement
- **D** Limited achievement
- **E** Very low achievement

All assessment tasks should comply with the principles of assessment:

- **VALID** Assessment should provide valid information on the actual ideas, processes and products expected of students.
- **EDUCATIVE** Assessment should make a positive contribution to the student learning process
- **EXPlicit** Assessment criteria should be explicit so that students are aware of the expectations of the assessment. These expectations should be clear and public.
- **FAIR** Assessment should be fair to all students and not discriminate on grounds that may be irrelevant to a student’s achievement of the outcome.
- **COMPREHENSIVE** Assessment types must be varied so that a judgement on student progress and achievement is based on multiple kinds and sources of evidence.

EXTRA-CURRICULAR ACTIVITIES

There are many additional activities in which students can participate ranging from academic competitions e.g. music tuition and after-school clubs.

TUTURING

Tutoring is available from many College teachers in the core subject areas. Students are encouraged to take part in these tutoring sessions to gain extra support for the subject content, advice on assignments and revision for assessments.
COURSE INFORMATION

YEAR 7 CURRICULUM

Year 7 students at The King's College have a fixed programme designed to give a ‘taste’ of a variety of subjects across the curriculum, in line with the Western Australian Curriculum and SCSA requirements.

The school week will have 30 periods.

Students attend a Form period at the beginning of the day to take the roll, receive any notices or to make contact with the Form teacher.

A Year 7 student will undertake the following course of study:

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>PERIODS PER WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>5</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>5</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>HUMANITIES and SOCIAL SCIENCES</td>
<td>4</td>
</tr>
<tr>
<td>CHRISTIAN STUDIES</td>
<td>1</td>
</tr>
<tr>
<td>ASSEMBLY/CHAPEL</td>
<td>1</td>
</tr>
<tr>
<td>HEALTH EDUCATION</td>
<td>1</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>2</td>
</tr>
<tr>
<td>START</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVE SUBJECTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SPECIALIST ELECTIVES</td>
<td></td>
</tr>
<tr>
<td>Students will cycle through a selection of Technologies and Arts subjects mandated by SCSA.</td>
<td></td>
</tr>
<tr>
<td>DRAMA</td>
<td></td>
</tr>
<tr>
<td>Each elective will be 2 periods per week to a total of 6 periods.</td>
<td></td>
</tr>
<tr>
<td>FOOD AND FIBRE</td>
<td></td>
</tr>
<tr>
<td>MUSIC</td>
<td></td>
</tr>
<tr>
<td>VISUAL ART</td>
<td></td>
</tr>
</tbody>
</table>
ENGLISH

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs balance and integrate all three strands. Together, the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 8, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and continue to create literary analyses and transformations of texts.

HUMANITIES AND SOCIAL SCIENCES

In Year 8, Humanities and Social Sciences (HASS) consists of civics and citizenship, economics and Business, Geography and History.

Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of the Westminster system, democracy and participation. They investigate the types of laws in Australia and how they are made. Students consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy. Students explore the different perspectives of Australian identity.

The concept of markets is introduced to further develop students understanding of the concepts of interdependence, making choices and allocation. They consider how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Work and work futures are explored as students consider the influences on the way people work now and consider how people will work in the future. Students focus on national and regional issues, with opportunities for the concepts to also be considered in relation to local community, or global, issues where appropriate.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the significance of landscapes to people and the spatial change in the distribution of populations. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the end of the ancient period to the beginning of the modern period, c. 650AD (CE) – 1750. They consider how societies changed, what key beliefs and values emerged, and the causes and effects of contact between societies in this period.

MATHEMATICS

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.
At this year level:

- understanding includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations with their graphs, explaining the purpose of statistical measures and explaining measurements of perimeter and area
- fluency includes calculating accurately with simple decimals, indices and integers; recognising equivalence of common decimals and fractions including recurring decimals; factorising and simplifying basic algebraic expressions and evaluating perimeters and areas of common shapes and volumes of three-dimensional objects
- problem-solving includes formulating and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes and using two-way tables and Venn diagrams to calculate probabilities
- reasoning includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.

**SCIENCE**

Over Years 7 to 10, students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.

**CHRISTIAN STUDIES**

Christian Studies aims to develop a coherent overview of Christianity throughout the student’s time at The King’s College. This includes an understanding of God, the person of Jesus, the Bible, faith and salvation. A variety of teaching and learning strategies are employed to make the subject both relevant and enjoyable for each student.

Throughout the course, students are encouraged to ask questions and to seek answers from both their teachers and as well as on an independent basis. Students are asked to participate fully in the class and to be respectful of the opinions and decisions of others.

**ASSEMBLY/CHAPEL**

Once a week, the secondary school attends Assembly or Chapel. Assemblies allow for the celebration of student achievements, the acknowledgement of sporting results from inter-house and inter-school events and the effective communication of the College culture.

During Chapel, students are given the opportunity to hear from guest speakers, participate in music and worship sessions as well as consolidate some of the teaching from Christian Studies classes.

**START**

The START course is designed to assist students with the skills and techniques that will form the basis of sound study, note-taking and research skills. Students will learn about various study techniques and devise a study timetable. These skills will support students as they transition through secondary school forming the basis of sound learning and organisational practices.

Students will also take part in the PeaceWise programme focussing on conflict resolution skills and building cultures of peace.
HEALTH EDUCATION AND PHYSICAL EDUCATION

In Year 8, the content provides opportunities for students to further examine changes to their identity and ways to manage them. They continue to develop and refine decision-making skills and apply them to a range of situations, as well as in online environments. They investigate health-promotion activities that aim to improve the health and wellbeing of young people and continue to develop critical health literacy skills, including the ability to distinguish between credible and less credible sources of health information.

Students continue to broaden their repertoire of specialised movement skills and knowledge of sophisticated tactical thinking skills, and apply these to an expanding array of physical activity contexts. They build on skills to analyse their own and others’ performance and use basic terminology and concepts to describe movement patterns and suggest ways to improve performance outcomes.

Students continue to reflect on, and refine, personal and social skills that support inclusive participation and fair play, and contribute to positive team cohesion.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.
SPECIALIST SUBJECTS

The following subjects form the basis of future elective subjects in Years 9 and 10 and fulfil the SCSA requirements. In Year 8, students alternate through these subjects each semester. All students will complete a Digital Technology course throughout the year and complete two other specialist subjects each semester. This gives students an understanding of the content and expectations of these subjects thus enabling them to make more informed choices in future years.

Digital Technology

In Year 8, learning in digital technologies focuses on further developing understanding and skills in computational thinking, such as decomposing problems, and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

Students have opportunities to create a range of solutions, such as interactive web applications or simulations of relationships between objects in the real world.

Students investigate the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, visualise and evaluate various types of data, and the complexities of storing and transmitting that data in digital systems. Students use structured data to model objects and events that shape the communities they actively engage with. They further develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints.

In Digital Technology, students will progress from designing the user interface, to considering user experience factors, such as user expertise, accessibility and usability requirements.

Students have opportunities to plan and manage individual and team projects. They consider ways of managing the exchange of ideas, tasks and files, and techniques for monitoring progress and feedback. When communicating and collaborating online, students develop an understanding of different social contexts; for example, acknowledging cultural practices and meeting legal obligations.

Drama

In Year 8, drama students will be given opportunities to plan, refine and present drama to peers by safely using processes, techniques and conventions of drama. Drama will be based on extended improvisations, or taken from appropriate, published script excerpts, using selected drama forms and styles (Note: students will have an opportunity to present a scripted drama and improvisation performance at least once over Years 7 and 8). Student work in devised and/or scripted drama is the focus of informal reflective processes using more detailed drama terminology.

Teachers are required to address knowledge and skills in drama through one or more of the forms and styles below. Other forms and styles may be used in addition to teach knowledge and skills in drama.

Drama forms and styles for Year 8: readers’ theatre, children’s theatre, naturalism or realism.

Food and Fibre

In Year 8, this unit is based on teaching the essential skills of food preparation and presentation. Students continue to learn the fundamental skills of cleanliness and kitchen organisation whilst having fun with recipes. Students practise measuring ingredients, following a recipe and reading labels on food products.

This unit highlights health and nutritional facts that can help students make correct choices regarding their own and others’ diet and food choices. Students are exposed to the essential knowledge of the food pyramid and learn to centre their menu plans on this knowledge.

This unit also allows students to understand some of the wider uses of fibre along with the growing and use of basic nutritional produce such as vegetables, grains and edible plants.

The students are introduced to the preparation of some everyday food items and the creative use of common fibres. The course is both practical and enjoyable.
Music

In Year 8, students are given further opportunities to develop music skills and knowledge when performing, composing and listening to music. They continue to develop aural skills and aural memory to identify, sing/play and notate simple rhythmic and melodic patterns and chord progressions.

They are provided with opportunities to create and refine music ideas by using the elements of music within given frameworks, imitating musical structures and styles. They use notation, terminology and technology to record and communicate music ideas.

Students listen to, and discuss music, using scores and music terminology to identify the use and purpose of music elements and key contextual and stylistic features.

Students rehearse and perform solo and ensemble music, developing technical skills and expression. As performers and audience members, they make observations and express opinions about a range of music.

Music learning is aurally based and is integrated across all aspects of the written component of the subject through a selected context/s. The performance component reinforces and extends music learning, and can be delivered in a different context to the written component. The elements of music are to be integrated across all areas of music learning appropriate to context.

Visual Art

In Year 8, students have opportunities to use and apply visual art language and artistic conventions of more complexity in their design and production process. They create 2D and/or 3D artwork with awareness of producing a personal response to given stimuli, through exposure to a variety of techniques. Students are made aware of the need for safe visual arts practices when using tools and media, as well as how to present their artwork for display.

Students become familiar with how and why artists, craftspeople or designers realise their ideas. They have opportunities to evaluate the contexts of culture, time and place within artwork. Students apply knowledge of techniques used by other artists and consider audience interpretation in the production of their own artwork.

Students are provided with critical analysis frameworks to analyse artwork and use visual art terminology when responding.

Students will acquire knowledge and skills in Visual Arts through one art form and art style below. Other art forms and art styles may be used in addition to teach knowledge and skills in Visual Arts.

Art forms: 2D (painting, printmaking, drawing, still photo, digital media, graphics, collage) 3D (ceramics, sculpture, installations)

Art styles: Aboriginal and Torres Strait Islander art, Asian art, contemporary Australian/international artists, craftspeople and photographers.